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AUTHOR Frey, Sherman
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ABSTRACT

A Self-Concept Scale for Adolescents based on Havighurst's Developmental Tasks for Youth was constructed to reflect the adolescents' perceptions of their ability to achieve these tasks in relation to personal abilities, the abilities of others, and the criteria for successful task completion. A validity and reliability study showed the scale to be both valid and reliable. The scale was administered to 256 Indian students at a reservation high school in Arizona. Grade point average (GPA) was the only variable on which a significant difference was obtained in response to the instrument: students with higher GPA's also scored higher on the average than students with lower GPA's. The majority of the students saw themselves as fairly competent persons in terms of the developmental tasks, a finding consistent with a self-esteem study of over 2000 American Indians by Dreyer and Havighurst which found that Indian students who attended predominantly Indian schools judged themselves more positively than Indians who attended predominantly non-Indian schools. (The Self-Concept Scale for Adolescents and a report of the validity and reliability study are included.) (Author/NRB)

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A SELF CONCEPT ASSESSMENT OF
AN INDIAN HIGH SCHOOL

Sherman Frey, Ph.D.
Northern Illinois University

1980

U S DEPARTMENT OF HEALTH,
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A SELF CONCEPT ASSESSMENT OF
AN INDIAN HIGH SCHOOL

The period from twelve to eighteen is primarily one of physical and emotional maturing when the principal lessons are emotional and social. Emotional independence from parents is established. Boys and girls learn to be attractive to each other. Adolescents learn to work together on common interest, and to subordinate personal differences in pursuit of a common goal. School loses its appeal to the wide-open mind of the child and must cater to the selective interests of the adolescent. The vocational interest comes to the fore. Toward the end of this period may come a time of altruism, and reflection on problems of good and evil. Havighurst's Developmental Tasks (1) for this period--a developmental task is a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his/her happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks--reflect this point of view and are as follows:

Task I - Achieving New and More Mature Relations with Age-Mates of Both Sexes

Task II - Achieving a Masculine or Feminine Social Role

Task III - Accepting One's Physique and Using the Body Effectively

Task IV - Achieving Emotional Independence of Parents and Other Adults

Task V - Preparing for Marriage and Family Life

Task VI - Preparing for an Economic Career

Task VII - Acquiring a set of Values and an Ethical System as a Guide to Behavior-- Developing an Ideology

Task VIII - Desiring and Achieving Sociallly Responsible Behavior

In February 1980 a self-concept instrument based on Havighurst's Developmental Tasks was administered to the Indian students at a reservation high school in Arizona. Students were asked to respond to each of the tasks in three ways: 1) by comparing themselves to others their own age; 2) by comparing what they have done to what they feel they can do; and 3) by comparing what they have done to what they feel is needed for success in life. Administration of the instrument was accomplished by reading it aloud to them as they read it silently. A copy of the instrument is attached.

Analysis of the Results

The analysis of the data is reported by school, by grade, by age, by sex, by grade point average, and by social economic status in terms of total score on all of the tasks included in the instrument.

School

Task	Mean
I	9.72
II	9.69
III	9.51
IV	9.92
V	9.54
VI	10.58
VII	9.93
VIII	10.28
Total	79.93
Median	79.33
Mode	88
% < 72	31 (79)
% = 72	2 (5)
% > 72	67 (172)
	100 (256)

The possible range of total scores on the instrument is from 24 to 120 with average score of 72. The possible range on individual tasks is from 3 to 15 with an average of 9. A total scores below 72 indicates that a student generally feels that he or she is not doing well in relation to what he or she can do, in relation to what he or she can do, in relation to what others do, and in relation to what it takes to be successful on all or a majority of the tasks on the instrument. Most of the students at the high school scored at or above 72. This was true by grade, by age, by sex and by social economic status, as the subsequential tables indicate. The exception was grade point

average where those who indicated a "D" average on their school grades scored below 72. It should be noted that grade point average is the only variable on which a significant difference was obtained in the responses to the instrument, with those reporting higher average grades also scoring higher on the average than those reporting lower average grades. It was also the only variable on which significant differences were obtained on individual task scores.

GRADE

	7	8	9	10	11	12
Mean	78.57	76.77	80.26	77.23	80.39	82.48
Median	76	78	81	78	78	83
Mode	71	88	62,103	60,68,78 79,82,84	88	94
Range	57-115	43-102	37-109	47-108	57-110	44-108
% < 72	34(21)	34(21)	30(13)	39(12)	18(5)	23(7)
% at 72	2(1)	5(3)	0	0	0	3(1)
% > 72	64(39)	61(38)	70(3)	61(19)	82(83)	74(23)
N	61	62	43	31	28	31

F probability = .49

A G E

	12	13	14	15	16	17	18
Mean	78.08	77.78	78.28	84.45	74.69	78.31	81.54
Median	78	76	79.5	84.5	76.5	77	83
Mode	84,95	71	88	80,88	60	88	94
Range	59-95	49-115	43-105	61-109	46-108	55-110	37-108
% < 72	31(4)	36(18)	32(21)	19(6)	41(12)	28(9)	23(8)
% = 72	0	2(1)	5(3)	0	0	0	3(1)
% > 72	69(9)	62(31)	63(41)	81(25)	59(17)	72(23)	74(26)
N	13	50	65	31	29	32	35

F probability = .23

S E X

	Male	Female
Mean	78.56	79.20
Median	79	80
Mode	82	88
Range	37-108	44-115
% < 72	31(34)	30(45)
% at 72	1(1)	3(4)
% > 72	68(73)	67(99)
N	108	148

F probability = .72

G P A

	D	C	B	A
Mean	66.21	76.76	79.84	85.84
Median	61	78	80	87
Mode	60,73	84	93	95
Range	46-103	37-115	44-109	47-110
% < 72	64(9)	33(25)	29(37)	19(6)
% at 72	0	1(1)	3(4)	0
% > 72	36(5)	67(51)	68(88)	81(26)
N	14	76	129	32

F probability = .0002

S E S

	1*	2	3	4	5	6
Mean	85.45	76.83	78.87	81.05	80.21	77.08
Median	82.5	76.5	77	80.5	82	77
Mode	67,108	69,80,83	57,73	88	64,76,78,82 83,84,85,88,89	70,71,84
Range	67-108	43-109	57-100	47-103	54-115	37-110
% < 72	18(2)	35(8)	19(6)	27(10)	25(16)	40(36)
% at 72	0	0	3(1)	0	3(2)	2(2)
% > 72	82(9)	65(15)	77(24)	73(27)	71(45)	58(52)
N	11	23	31	37	63	90

F probability = .36

*1 - Professional
2 - Semi-professional
3 - Skilled
4 - Semi-skilled
5 - Unskilled
6 - Unemployed or unlisted

The majority of the students in this Indian High School saw themselves as fairly competent persons in terms of the tasks identified in this instrument. This is consistent with the conclusion drawn from a self-esteem study of over 2000 American Indian youth by Dreyer and Havighurst (2) in 1970 in which they stated "the great majority of Indian youth see themselves as fairly competent persons within their own social world. This social world is characterized for the majority of these young people by Indianness and by poverty. If they come into contact with expectations by teachers or others from the social world of the urban-industrial and middle-class society, we should expect them to show some doubts about their competence, and we should expect their self-esteem to be lowered." Indeed, Havighurst and Dreyer found (2) that "Indian students who attended school in predominantly Indian student populations judged themselves against their Indian peers and rated themselves positively by those standards, while Indians who attended schools in predominantly non-Indian student populations judged themselves by several standards, some of which may have been hostile towards the Indian, so these minority group Indians rated themselves lower in "self-esteem."

Sherman Frey, Ph.D.
Professor of Educational Psychology
College of Education
Northern Illinois University
DeKalb, Illinois 60115

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1. Robert J. Havighurst, Development Tasks and Education, David McKay Company, Inc. 1972. pp. 43-82.

2. Philip H. Dreyer and Robert Havighurst, "The Self-Esteem American Indian Youth", The National Study of American Indian Education, Volume I, No. 6, November 1970. pp. 11-13.

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1. Havighurst, Robert J., Developmental Tasks and Education. New York: David McKay Company, Inc., 1972, pp. 43-82.

2. Sherman Frey, Wesley Many and Joseph Ellis, "A Self Concept Scale for Adolescents," Journal of the Association for the Study of Perception, Vol. VIII, No. 11, Fall, 1973, p. 10-28.

PLEASE DO NOT OPEN BOOKLET UNTIL TOLD TO DO SO

NAME _____ _____ _____ Male___ Female___ Birthdate _____
Last First Middle I. (check one) Month Day Year

School _____ Teacher _____ Grade ____ Today's Date _____
Month Day Year

City _____ State _____ Parent's Occupation: _____

Average of all grades received last year in school: A__ B___ C___ D___ F___
(check the one closest to the average)

Check one: Asian ___ Black ___ Caucasian (Anglo) ___
Hispanic ___ Native American (Indian)___

REPORT OF SELF-CONCEPT SCALE

We all have an opinion of ourselves. This is usually arrived at in three ways: 1) by comparing ourselves to others our own age; 2) by comparing what we have done to what we feel we can do; and 3) by comparing what we have done to what we feel is needed for success in life.

We are interested in finding out how you feel about yourself-- your self-concept. To do this we have prepared this inventory, or group of questions, that we would like you to answer carefully and honestly.

In this inventory, a particular task or job that young people your age face in growing up will be stated first. You will read a paragraph that describes the task and then choose the ONE statement that best describes the way you see yourself in relation to that task. Let's turn to the FIRST page and look at an example

@ 1973 Sherman Frey, Joseph Ellis and Wesley Many

THE DEVELOPMENTAL TASK OF YOUTH

SAMPLE TASK - Learning Skills Necessary for Swimming

Let's suppose that you lived in a community where you had to be a good swimmer before other people would like you, or before you could enter school or even vote in the community's elections until you could swim. You can see how important learning to swim would be for all boys and girls in that particular community.

In order to swim well, one must learn the skills needed. Some people take lessons from expert swimmers while others learn from their family and friends. All, in addition, must spend time practicing in the water.

Think about this task of learning skills necessary for swimming and then report the way you see and feel about yourself in relation to developing this task. Do this by circling the number of the ONE statement in EACH of the three rows below which best describes your picture of yourself. Remember, be honest and answer as you feel--not as you think others might want you to answer.

The way I see and feel about myself learning those skills necessary for swimming is:

	1.	2.	3.	4.	5.
In relation to what I can do, I am ...	doing very much less than I could	not doing nearly as well as I know I can	doing all right without either trying hard or loafing	doing well, but not my best	doing the very best that I can
	1.	2.	3.	4.	5.
In relation to what <u>others</u> do, I am ...	doing the poorest of the people my age	not doing as well as most of the people my age	doing all right or about like most of the people my age	doing better than most people my age	doing the very best of the people my age
	1.	2.	3.	4.	5.
In relation to what it takes to be successful at this task, I am	doing very poorly and could fail	doing less than all right and could have limited success	generally doing all right and may be fairly successful	doing better than all right and should be successful	doing very well and should be an outstanding success

ARE THERE ANY QUESTIONS? IF NOT, DO ALL <u>EIGHT</u> TASKS.

THE DEVELOPMENTAL TASK OF YOUTH

Task I. - Achieving New and More Mature Relationships with Age-Mates of Both Sexes

So much of the happiness that you get in life depends upon how well you get along with others. This is true for everyone and it is especially true for young people in school. They generally want to be accepted by others their age in both sexes. They want to belong to one or several groups of friends, and to have some close friends with whom they can share their secrets. Therefore, they are always seeking to improve their relationships with their present friends and to make new friends.

Young people your age go about this task in a variety of ways; by dating, by joining clubs and organizations, and by taking part in school activities. Other things, however, are more important than just being with other young people your age. Such things as being friendly, being considered responsible and dependable by others, and maintaining a good reputation are very important in helping you achieve mature relationships with other boys and girls. Certainly this important task is more easily achieved by some than by others.

Now, after thinking about the task of achieving new and more mature relationships with boys and girls your age as it appears in your life report the way you see and feel about yourself in relation to this task. Please circle the number of the <u>one</u> statement in <u>each</u> of the three rows below which best describes your picture of yourself.

The Way I See and Feel About Myself Regarding My Ability to Achieve New and More Mature Relationships with Age-Mates of Both Sexes

	1.	2.	3.	4.	5.
In relation to what I can do, I am ...	doing very much less than I could	not doing nearly as well as I know I can	doing all right without either trying hard or loafing	doing well, but not my best	doing the very best that I can
	1.	2.	3.	4.	5.
In relation to what <u>others</u> do, I am ...	doing the poorest of the people my age	not doing as well as most of the people my age	doing all right or about like most of the people my age	doing better than most people my age	doing the very best of the people my age
	1.	2.	3.	4.	5.
In relation to what it takes to be successful at <u>this task</u>, I am	doing very poorly and could fail	doing less than all right and could have limited success	generally doing all right and may be fairly successful	doing better than all right and should be successful	doing very well and should be an outstanding success

THE DEVELOPMENTAL TASK OF YOUTH

Task II. - Achieving a Masculine or Feminine Social Role

It is important that you be accepted as a person in your own right by those around you regardless of whether you are a boy or girl. This means that others know you as a capable person, that you can be depended upon, and that you don't do silly or foolish things to be noticed. It also means that you do things which other people consider proper for a young person growing up. However, whether you are a girl or boy plays some part in the way that other people expect you to act. These are usually called social roles.

These social roles are often used in describing the activities of boys and girls and one is no better than the other. So long as both boys and girls are able, both should have an equal chance to do the things they are interested in doing. However, it is not only <u>what</u> you do but <u>how</u> you do it that is important to others. So young people usually pay some attention to how others think they should act as a young man or young woman because they want to be accepted socially by those who are important to them. Therefore, for both young men and young women achieving a "masculine" and "feminine" social role is an important task. You can probably best achieve it by increasing the number of friends you have, by learning how to carry on a good conversation with others, by doing new things of which you are capable, and by acting socially in ways that are considered proper for a young person who is growing up.

Now, after thinking about the task of achieving a "masculine" or "feminine" social role in life, report the way you see and feel about yourself in relation to this task. Please circle the number of the <u>one</u> statement in <u>each</u> of the three rows below which best describes your picture of yourself.

The Way I See and Feel About Myself Regarding My Ability to Achieve a Masculine or Feminine Social Role

	1.	2.	3.	4.	5.
In relation to what I can do, I am ...	doing very much less than I could	not doing nearly as well as I know I can	doing all right without either trying hard or loafing	doing well, but not my best	doing the very best that I can
	1.	2.	3.	4.	5.
In relation to what <u>others</u> do, I am ...	doing the poorest of the people my age	not doing as well as most of the people my age	doing all right or about like most of the people my age	doing better than most people my age	doing the very best of the people my age
	1.	2.	3.	4.	5.
In relation to what it takes to be successful at this task, I am	doing very poorly and could fail	doing less than all right and could have limited success	generally doing all right and may be fairly successful	doing better than all right and should be successful	doing very well and should be an outstanding success

THE DEVELOPMENTAL TASK OF YOUTH

Task III.- Accepting One's Physique and Using the Body Effectively

Compared to others your age, how you feel about your physical build (physique) is important. We all know that very few people have a perfect physique. Most have physical shortcomings of one kind or another. Therefore, it is better to make the best of what you have and at the same time learn to live with your shortcomings.

Making the best of what you have depends on a number of things. Certainly if you intend to become a professional football player or a professional model, you should have certain physical requirements beyond the ordinary. On the other hand, if what you intend to do is less demanding in terms of physique, you may not need an outstanding physical build -- what you have may be fine if you keep yourself in good shape. You can, of course, permit your body to "run down" to the point where it can not serve you well. For instance, by eating too much you may become overweight, or you may hurt your body by smoking or drinking, or by not giving it the rest it needs. When you do these things you are not using your body effectively.

The task of accepting your physique and using the body effectively then is one of understanding that while there are few people who are physically perfect, you can do certain things which will help you feel good about your own physical build. These things are watching what you eat so that you do not become overweight, exercising regularly, and avoiding injury to your body.

Now, after thinking about the task of accepting your physique and using your body effectively, report the way you see and feel about yourself in relation to this task. Please circle the number of the <u>one</u> statement in <u>each</u> of the three rows below which best describes <u>your</u> picture of yourself.

The Way I See and Feel About Myself Regarding My Ability to Accept My Physique and Use My Body Effectively

	1.	2.	3.	4.	5.
In relation to what I can do, I am ...	doing very much less than I could	not doing nearly as well as I know I can	doing all right without either trying hard or loafing	doing well, but not my best	doing the very best that I can
	1.	2.	3.	4.	5.
In relation to what <u>others</u> do, I am ...	doing the poorest of the people my age	not doing as well as most of the people my age	doing all right or about like most of the people my age	doing better than most people my age	doing the very best of the people my age
	1.	2.	3.	4.	5.
In relation to what it takes to be successful at this task, I am	doing very poorly and could fail	doing less than all right and could have limited success	generally doing all right and may be fairly successful	doing better than all right and should be successful	doing very well and should be an outstanding success

THE DEVELOPMENTAL TASK OF YOUTH

Task IV. - Achieving Emotional Independence of Parents and Other Adults

It would be wonderful to be able to make up your own mind about important things without being told what to do by your parents or some other adult. Most young people your age want to be individuals with minds of their own but sometimes the adults in their lives get in the way. Healthy young people know that they have to grow up some day. They want to be allowed to do more and more of their own thinking and to make more and more of their own decisions without too much advice from their parents and other adults. Yet, they do want some help in making decisions on problems which they do not feel prepared to handle. Achieving independence from parents and other adults then is best described as feeling free to work out your own problems but with help from your parents and other important adults in your life when you want it. This means that you must have the trust of your parents and other adults, and that they must have the trust in your ability to make good decisions in life. Then, as you gain more experience and improve your ability to make good decisions you will have more freedom to make them.

Young people your age seek to achieve emotional independence from parents and other adults in different ways. Some seek the advice of friends when they are trying to make their own decisions rather than go to their parents or to their teachers. Some get mad and go against their parents and others in order to show them they have a mind of their own. Some read to get ideas to help them make independent decisions. Some seek the trust of their parents by keeping them informed of their activities, problems, and plans. Most probably use all of the above ways at some time or another in their lives in order to get the independence they desire.

Now, after thinking about the task of achieving emotional independence from your parents and other adults in your life, report the way you see and feel about yourself in relation to this task. Please circle the number of the <u>one</u> statement in <u>each</u> of the three rows below which best describes your picture of yourself.

The Way I See and Feel About Myself Regarding My Ability to Achieve Emotional Independence of My Parents and Other Adults

	1.	2.	3.	4.	5.
In relation to what I can do, I am ...	doing very much less than I could	not doing nearly as well as I know I can	doing all right without either trying hard or loafing	doing well, but not my best	doing the very best that I can
In relation to what <u>others</u> do, I am ...	1. doing the poorest of the people my age	2. not doing as well as most of the people my age	3. doing all right or about like most of the people my age	4. doing better than most people my age	5. doing the very best of the people my age
In relation to what it takes to be successful at this task, I am	1. doing very poorly and could fail	2. doing less than all right and could have limited success	3. generally doing all right and may be fairly successful	4. doing better than all right and should be successful	5. doing very well and should be an outstanding success

THE DEVELOPMENTAL TASK OF YOUTH

Task IV. - Achieving Emotional Independence of Parents and Other Adults

It would be wonderful to be able to make up your own mind about important things without being told what to do by your parents or some other adult. Most young people your age want to be individuals with minds of their own but sometimes the adults in their lives get in the way. Healthy young people know that they have to grow up some day. They want to be allowed to do more and more of their own thinking and to make more and more of their own decisions without too much advice from their parents and other adults. Yet, they do want some help in making decisions on problems which they do not feel prepared to handle. Achieving independence from parents and other adults then is best described as feeling free to work out your own problems but with help from your parents and other important adults in your life when you want it. This means that you must have the trust of your parents and other adults, and that they must have the trust in your ability to make good decisions in life. Then, as you gain more experience and improve your ability to make good decisions you will have more freedom to make them.

Young people your age seek to achieve emotional independence from parents and other adults in different ways. Some seek the advice of friends when they are trying to make their own decisions rather than go to their parents or to their teachers. Some get mad and go against their parents and others in order to show them they have a mind of their own. Some read to get ideas to help them make independent decisions. Some seek the trust of their parents by keeping them informed of their activities, problems, and plans. Most probably use all of the above ways at some time or another in their lives in order to get the independence they desire.

Now, after thinking about the task of achieving emotional independence from your parents and other adults in your life, report the way you see and feel about yourself in relation to this task. Please circle the number of the <u>one</u> statement in <u>each</u> of the three rows below which best describes your picture of yourself.

The Way I See and Feel About Myself Regarding My Ability to Achieve Emotional Independence of My Parents and Other Adults

	1.	2.	3.	4.	5.
In relation to what I can do, I am ...	doing very much less than I could	not doing nearly as well as I know I can	doing all right without either trying hard or loafing	doing well, but not my best	doing the very best that I can
In relation to what <u>others</u> do, I am ...	doing the poorest of the people my age	not doing as well as most of the people my age	doing all right or about like most of the people my age	doing better than most people my age	doing the very best of the people my age
In relation to what it takes to be successful at this task, I am	doing very poorly and could fail	doing less than all right and could have limited success	generally doing all right and may be fairly successful	doing better than all right and should be successful	doing very well and should be an outstanding success

THE DEVELOPMENTAL TASK OF YOUTH

Task V. - Preparing for Marriage and Family Life

A good family provides happiness and safety for its members even though there may be trouble from time to time. Since the family is so important, planning for family life means making some of the most important decisions that you will ever have to make. Indeed, much of your future happiness in the family will depend on the understanding of marriage and family living that you bring to it.

Preparing for marriage and family life usually means many kinds of learning. Some schools offer courses which deal with boy-girl relations, sex education, learning how to buy things, etc. Some young people seek ways to learn how to get along with the opposite sex through dating. Talking with friends, parents, teachers and counselors are also ways of working on this task. Reading and thinking about this task is helpful. Planning for a lifetime job is also useful if you are in high school.

Now, after thinking about the task of preparing for marriage and family life as it appears in your life, report the way that you see and feel about yourself in relation to it. Please circle the number of the <u>one</u> statement in <u>each</u> of the three rows below which best describes your picture of yourself.

The Way I See and Feel About Myself Regarding My Ability to Prepare for Marriage and Family Life

	1.	2.	3.	4.	5.
In relation to what I can do, I am ...	doing very much less than I could	not doing nearly as well as I know I can	doing all right without either trying hard or loafing	doing well, but not my best	doing the very best that I can
	1.	2.	3.	4.	5.
In relation to what <u>others</u> do, I am ...	doing the poorest of the people my age	not doing as well as most of the people my age	doing all right or about like most of the people my age	doing better than most people my age	doing the very best of the people my age
	1.	2.	3.	4.	5.
In relation to what it takes to be successful at this task, I am	doing very poorly and could fail	doing less than all right and could have limited success	generally doing all right and may be fairly successful	doing better than all right and should be successful	doing very well and should be an outstanding success

THE DEVELOPMENTAL TASK OF YOUTH

Task VI. - Preparing for an Economic Career

It is a fact of life that most people must work for a living. As an adult you will spend a large part of your days and years working on a job. If you are to enjoy your work and make a good living at it you must give some time to thinking and planning for the kind of work you would like to do in your lifetime. To know what work is like, what kind of work you do well, and what you enjoy doing is very important in planning your future. How you will live, the friends you will have, and your happiness are all related to the kind of job you will have as an adult.

Many young people work after school and during the summer. Their jobs not only help them earn money but they also learn what work is like and what they like to do. Some young people study about jobs in schools. They also talk to parents, teachers, counselors and others to get help in understanding different kinds of jobs and what preparation is needed to get them. While some young people plan to go to college and others expect to work right after high school, practically every young person must think about preparing for an economic career.

Now, after thinking about the task of preparing for an economic career as it appears in your life, report the way that you see and feel about yourself in relation to this task. Please circle the number of the <u>one</u> statement in <u>each</u> of the three rows below which best describes your picture of yourself.

The Way I See and Feel About Myself Regarding My Ability to Prepare for An Economic Career

	1.	2.	3.	4.	5.
In relation to what I can do, I am ...	doing very much less than I could	not doing nearly as well as I know I can	doing all right without either trying hard or loafing	doing well, but not my best	doing the very best that I can
	1.	2.	3.	4.	5.
In relation to what <u>others</u> do, I am ...	doing the poorest of the people my age	not doing as well as most of the people my age	doing all right or about like most of the people my age	doing better than most people my age	doing the very best of the people my age
	1.	2.	3.	4.	5.
In relation to what it takes to be successful at this task, I am	doing very poorly and could fail	doing less than all right and could have limited success	generally doing all right and may be fairly successful	doing better than all right and should be successful	doing very well and should be an outstanding success

THE DEVELOPMENTAL TASK OF YOUTH

Task VII. - Acquiring a Set of Values and an Ethical System as a Guide to Behavior

Nearly everyone wants to do what is right. However, knowing what is right is not always easy. Sometimes we question in our own minds what is the right thing to do at school, at work, and with our friends. As we grow older and are more on our own we need a set of values and an ethical system (code of conduct) to determine what is the right thing to do. Values and an ethical system are guides to our everyday behavior (how we act) and affect every decision we make.

There are many different ways that values and ethics are acquired. Many young people acquire their set of values and ethics to guide their behavior by watching how others act. Parents, teachers, and friends play important roles in this process. Reading and learning about how famous people behaved is also a way of developing a set of values. For some young people, going to church and joining clubs and organizations helps them develop a system of values and ethics.

Now, after thinking about the task of acquiring a set of values and an ethical system as a guide to behavior, report the way that you see and feel about yourself in relation to this task. Please circle the number of the <u>one</u> statement in <u>each</u> of the three rows below which best describes your picture of yourself.

The Way I See and Feel About Myself Regarding My Ability to Acquire a Set of Values and an Ethical System to Guide My Behavior

	1.	2.	3.	4.	5.
In relation to what I can do, I am ...	doing very much less than I could	not doing nearly as well as I know I can	doing all right without either trying hard or loafing	doing well, but not my best	doing the very best that I can
	1.	2.	3.	4.	5.
In relation to what <u>others</u> do, I am ...	doing the poorest of the people my age	not doing as well as most of the people my age	doing all right or about like most of the people my age	doing better than most people my age	doing the very best of the people my age
	1.	2.	3.	4.	5.
In relation to what it takes to be successful at this task, I am	doing very poorly and could fail	doing less than all right and could have limited success	generally doing all right and may be fairly successful	doing better than all right and should be successful	doing very well and should be an outstanding success

THE DEVELOPMENTAL TASK OF YOUTH

Task VIII. - Desiring and Achieving Socially Responsible Behavior

Nearly all of the important things that you need and would like to have can be achieved only with the help of others. Just as you depend on other people, so other people depend on you for doing certain things. Learning how to get along with others and learning how to do you part is often hard to do. However, it is very important for your happiness and for the well being of the group.

Many people your age learn to behave in a socially responsible way by doing their part as members of a good group in and out of school. They may become leaders or they may work on committees. In this way they learn to "give a little" when they "can't have their own way." Other ways that young people learn this task is by acting naturally, not being selfish, by being concerned with others, and by being responsible to others. They also learn to get along with the group without violating their own beliefs.

Now, after thinking about the task of desiring and achieving socially responsible behavior, report the way that you see and feel about yourself in relation to this task. Please circle the number of the <u>one</u> statement in <u>each</u> of the three rows below which best describes your picture of yourself.

The Way I See and Feel About Myself Regarding the Task of Desiring and Achieving Socially Responsible Behavior

	1.	2.	3.	4.	5.
In relation to what I can do, I am ...	doing very much less than I could	not doing nearly as well as I know I can	doing all right without either trying hard or loafing	doing well, but not my best	doing the very best that I can
	1.	2.	3.	4.	5.
In relation to what <u>others</u> do, I am ...	doing the poorest of the people my age	not doing as well as most of the people my age	doing all right or about like most of the people my age	doing better than most people my age	doing the very best of the people my age
	1.	2.	3.	4.	5.
In relation to what it takes to be successful at this task, I am	doing very poorly and could fail	doing less than all right and could have limited success	generally doing all right and may be fairly successful	doing better than all right and should be successful	doing very well and should be an outstanding success

A VALIDITY AND RELIABILITY STUDY OF A REPORT OF SELF CONCEPT SCALE: ADOLESCENT FORM

Sherman Frey, Ph.D.

Introduction and Purpose

The self concept as a motivator in pupil performance is becoming an increasingly important factor for consideration by educators and specialists in pupil personnel work. To this end a self concept scale for adolescents based on Havighurst's developmental task concept was developed. In this scale (see attachment) the young person is asked to read a paragraph which explains the task and to report the way he sees and feels about his ability to achieve the task in relation to what he can do, in relation to what others do, and in relation to what it takes to be successful at the task. His/her response is on a scale of from one, which would be the poorest estimate of his/her ability to perform the task, to five, which would be the highest estimate, on each of the relationships in question.

This scale was first published in the Fall of 1973 issue of the Journal of the Association for the Study of Perception and elicited many requests for reprints from all over the world indicating a definite need for an instrument based on a recognized theoretical contract which would give a valid and reliable measure of the self concept of the adolescent. Therefore, a study to ascertain the validity and reliability of a Report of Self Concept Scale: Adolescent Form was initiated.

Procedures

A readability test (Dale-Chall) was applied to each of the task areas. The results of this test are shown on Table I:

TABLE I

TASK	GRADE LEVEL
I	5 - 6
II	7 - 8
III	7 - 8
IV	7 - 8
V	7 - 8
VI	5 - 6
VII	7 - 8
VIII	7 - 8

The Scale was then administered to 255 adolescents in grades seven through twelve in various suburban Chicago school districts. The age range of the respondents was from twelve to eighteen which is consistent with Havighurst's delineation of adolescence in his developmental task model. The criterion for the selection of respondents was that the teacher or counselor who was to administer the scale had sufficient acquaintance with the young person to rate them on the same scale. This was accomplished. The teachers were instructed to answer any questions regarding meaning that the adolescents might have. No teacher or counselor rated more than ten adolescents.

Results

To derive validity data, the Pearson Product Moment Correlation was used to compare student to teacher responses by relationships within each task with the following results:

TABLE II

TASK	RELATIONSHIP *	N	COEFFICIENT	S
I	A	252	.62	.001
	B	251	.50	.001
	C	253	.42	.001
II	A	253	.54	.001
	B	251	.51	.001
	C	255	.43	.001
III	A	255	.60	.001
	B	253	.52	.001
	C	254	.49	.001
IV	A	252	.63	.001
	B	253	.51	.001
	C	252	.51	.001
V	A	245	.57	.001
	B	253	.52	.001
	C	248	.49	.001
VI	A	255	.61	.001
	B	253	.53	.001
	C	253	.44	.001
VII	A	252	.58	.001
	B	254	.50	.001
	C	255	.45	.001
VIII	A	254	.54	.001
	B	251	.42	.001
	C	254	.41	.001

*A -- the way the respondent sees and feels about his ability to achieve the task in relation to what he can do.

B -- the way the respondent sees and feels about his ability to achieve the task in relation to what others can do.

C -- the way the respondent sees and feels about his ability to achieve the task in relation to what it takes to be successful at the task.

A reliability coefficient of .88 was attained using the Kuder-Richardson 21 formula.

It must be said that in the validation of the self concept construct it is very difficult to achieve high coefficients of correlation because of the very nature of the construct itself. Therefore, moderate correlations of the kind derived in this study places this instrument well within the acceptable range insofar as validity is concerned. The reliability of the Scale as determined in this study is also sufficiently high to give adequate assurance of its consistency in subsequent administrations.